

Disruptive outside class

Concern

Ongoing disruptive behavior in unstructured environments (hallways, lunchroom, playgrounds), characterized by acting inappropriately in group settings; grabbing things, running around, and generally interfering with games and other activities in ways that alienate classmates.

Description

Some students have trouble adjusting from the more structured environment of elementary school to the less structured middle school environment. They do all right in structured classroom settings, but seem to lose their bearings when they enter the unstructured world of the playground or cafeteria.

Other students have not internalized a set of norms for social conduct. Students who have been raised in very strict, punitive environments may have had such a strong external set of controls that they have never learned to internalize those controls or norms. They are literally adrift in situations where rules are relaxed. In addition, if they learn by experimenting (rather than watching and thinking) their inappropriate behavior may simply be testing what is normal and what is not.

Other students, especially from very homogeneous environments, may not have learned the simple social skills needed to understand and participate in the dynamics of a diverse group or community.

Some students, especially those who suffer from hyperactivity, may simply be blowing off steam after being cooped up in a closed, quiet environment. They need to learn more appropriate ways to do that.

Goals of intervention - students will:

- Know their strengths
- Know what exercise they could enjoy and stick with
- Internalize norms of good conduct
- Control impulses
- Be able to join with others in talk and play

A suggested scope and sequence - Teens

Strengths	Reactions - stopping	Triggers - outside
Exercise	Consequences - predict	Community
Making friends	Fighting	Controlling impulses
Conversations	Pushing	Kindness
Compliments - giving	Left out	Norms
Rules	Groups - joining	Courtesy
Hands and feet	Triggers - inside	

A suggested scope and sequence - Kids

Strengths	Reactions - controlling	Compliments
Exercise	Fighting	Impulse control
Making friends	Hitting	Courtesy
Conversations	Pushing and shoving	Teasing
Consequences - predict	Left out	Teased
Rules	Groups - joining	
Hands and feet	Triggers - catching	